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| Project Overview page 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Name of Project:** | | |  | | | | | | | | | | | | | | | | **Duration:** | | | 9 weeks | | | | | | |
| **Subject/Course:** | | | **Biology** | | | | | | | **Teacher(s):Solomon, Stuges, Q, Warren, V** | | | | | | | | | **Grade Level:** | | | Mostly 10th | | | | | | |
| **Other Subject Areas to Be Included:** | | | Auto, Foreign Language, Life Skills, English II | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Project Idea**  Summary of the issue, challenge, investigation, scenario, or problem: | | | Portfolio: Biology lab report and debate on gene technologies (taped and posted online) English and Foreign language presentations, Auto case study analyses | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Essential Question** | | | How do living organisms impact the environment? | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Content Standards** to be taught and assessed**:** | | | Biology: 3210 Inq.2, 3210 Inq.5, 3210 ; Auto: Compliance with OSHA and EPA Standard 5.4a,b,c, 5.5a,b,c; Foreign Language: Spanish I and II, standards 1-4 | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | **T** | **A** | **E** |  | | | | | | | | | **T** | | **A** | | | **E** |
| **Professional (21st Century) Skills** to be taught, assessed and/or encouraged**:** | | | Collaboration | | | | | | | | X | X |  | Other: | | | | | | | | |  | |  | | |  |
| Communication (Oral Presentation) | | | | | | | | X | X |  |  | | | | | | | | |  | |  | | |  |
| Critical Thinking/Problem Solving | | | | | | | |  |  | X |  | | | | | | | | |  | |  | | |  |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **XMajor Products & Performances** | Group: | | | English II: collaborative group reader's café (project with a visual, food) | | | | | | | | | | | | | | | | **Presentation Audience**   **Presentation Audience:**      Class   School | | | | | | | | |
|  | Class | | | | | | | |
| X | School | | | | | | | |
|  | Community | | | | | | | |
| Individual: | | | Auto: use case scenarios to analyze manufacturer recall, Foreign language: Creative cultural presentation with focus on environment | | | | | | | | | | | | | | | |  | Experts | | | | | | | |
| X | Web | | | | | | | |
|  | Other: | | | | | | | |
| Project Overview page 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Entry Event** to  launch inquiry,  engage students: | | Pros and cons and genetically modified organisms (panel of differing opinions) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Assessments** | | **Formative Assessments**  (During Project) | | | |  | | Quizzes/Tests | | | | | | | | X | | Practice Presentations | | | | | |  | | |
|  | | Journal/Learning Log | | | | | | | | X | | Notes | | | | | |  | | |
|  | | Preliminary Plans/Outlines/Prototypes | | | | | | | | X | | Checklists | | | | | |  | | |
|  | | Rough Drafts | | | | | | | |  | | Concept Maps | | | | | |  | | |
|  | | Online Tests/Exams | | | | | | | |  | | Other: | | | | | |  | | |
| **Summative Assessments**  (End of Project) | | | | X | | Written Product(s), with rubric:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | |  | | Other Product(s) or Performance(s), with  rubric:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |  | | |
| X | | Oral Presentation, with rubric | | | | | | | | X | | Peer Evaluation | | | | | |  | | |
| X | | Multiple Choice/Short Answer Test | | | | | | | |  | | Self-Evaluation | | | | | |  | | |
|  | | Essay Test | | | | | | | |  | | Other: | | | | | |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Resources Needed** | | **On-site people, facilities:** | | | | | | |  | | | | | | | | | | | | | | | | | | | |
| **Equipment:** | | | | | | |  | | | | | | | | | | | | | | | | | | | |
| **Materials:** | | | | | | | 200 copies of *Uglies* by Scott Westerfield, graphing paper, 5 or 7 gas analyzer to read output | | | | | | | | | | | | | | | | | | | |
| **Community resources:** | | | | | | | EPA/OSHA expert | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Reflection Methods** | | **(Individual, Group, and/or Whole Class)** | | |  | | Journal/Learning Log | | | | | | | |  | | Focus Group | | | | | |  | | |  | | |
|  | | Whole-Class Discussion | | | | | | | |  | | Fishbowl Discussion | | | | | |  | | |  | | |
|  | | Survey | | | | | | | |  | | Other: | | | | | |  | | |  | | |